**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 4 Week 2**

**Story Title- “Hottest, Coldest, Highest, Deepest”**

**Monday** COS 3.2, 3.3, 3.4 Obj. SW- understand compare & contrast; ask questions to understand & to make comparisons & contrasts; Use word structure to determine the meaning of compound words; Associate /er/ with the letters that spell it

**WHOLE GROUP-** 1)Daily Questions: Why do nature’s record holders fascinate us? 2)Listen to read aloud “Animal Olympics” TE pg 36l; Fluency Purpose- Model Reading 3)Read/discuss skill pgs 36-37 4)Create an Ask Questions strategy Venn Diagram as a visual from pg 36 to complete while reading “ The Two Largest US Cities” orally 5)Review Vocabulary Words using educational website on Active Board

**SMALL GROUP-** Venn Diagram Wkbk Pg 13

**CPA’S** 1)Daily Question (in a complete sentence) 2)Missed Spelling 5x’s Each 3)Voc Folder 4)Cursive

**Materials:** Post It Notes; Textbook; Voc Folders; Colors; Wkbk Pg 13-14; CPA Notebook

**Evaluation-** Teacher Observation/Participation; Voc. Wkbk. Pg 14

**Statement of Student Engagement-** Students will use an ask questions venn diagram to identify comparisons and contrasts.

**Tuesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)Daily Question: Where is the world’s largest body of fresh water found? 2)Read/discuss voc pg 38-39 3)Phonics Talk TE 59i 4)Discuss genre: expository nonfiction & story title; read/discuss weekly story; TW use Skim/Scan Question to monitor understanding of weekly skills

**SMALL GROUP**- Refer to Small Group Plan Page for Leveled Readers: Measuring the Weather; Getting the Lay of the Land; Fastest, Longest, Biggest, Lightest- Complete Ask Questions Venn Diagram to Compare/Contrast

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk Pgs 17-18 3)Spelling Vowels with r Sort 4)Voc Folders 5)Cursvie 6)Reread Weekly Story to Self

**Materials:** Post It Notes; Textbook; Wkbk Pgs 17-18; Highligters; Voc Folders; Colors

**Evaluation-** Wkbk Pgs 17-18- Daily Grade

**Statement of Student Engagement-** Students will complete an Ask Questions Venn Diagram to show comparisons & contrasts.

**Wednesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)Daily Question: How are the volcanoes mentioned on pg 51 alike? How are they different? 2)Review voc, phonics, & story ; TW use wrap around questions/discussions in TE

**SMALL GROUP**- Ask Questions Venn Diagram to show Compare & Contrasts from the Weekly Story

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Voc Sentences 4)Spelling Choice 5)Cursive 6)Voc Folders 7)Partner Reread Weekly Story

**Materials:** Post It Notes; Textbook; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt/Voc Sentences- Daily Grade

**Statement of Student Engagement-** Students will complete a Venn Diagram to compare & contrast events in the story; students will complete comprehension questions from the story in a scavenger hunt, & write a complete sentence for each vocabulary word.

**Thursday** COS 3.2, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Writing Workshop- Refer to TE WA8- Writing Prompt- One of a Kind~ See Strategic Intervention Writing Workshop pg TE WA8 for suggestions about brainstorming/writing about unique or one of a kind people.

**CPA’S** 1)Writing Workshop 2)Cursive 3)AR

**Materials:** Sequence Retelling Cards; Selection Test; CPA Notebook

**Evaluation-** Selection Test/Voc Folders

**Statement of Student Engagement-** Students will complete a multiple choice selection test that also includes a writing response section.

**Friday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills with Family Times Workbook Page 2)Predict next week’s spelling pattern as they practice write them onto the Family Times Workbook Page 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Writing Workshop to Conference/Edit; Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**Materials:** CPA Notebook; Family Times; Newsletter; HW Packet

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will conference with teacher to complete the steps of the Writing Process to complete the weekly Writing Workshop on a given prompt.